

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

October 22, 2001

The Board of Education and Board of Vocational Education met for the regular business meeting in Healy Hall on the campus of the Virginia School for the Deaf and Blind in Staunton, Virginia, with the following members present:

Mr. Kirk T. Schroder, President
Ms. Susan T. Noble, Vice President
Mrs. Diane T. Atkinson
Mr. Mark C. Christie
Mrs. Audrey B. Davidson

Mrs. Susan L. Genovese
Mr. Scott Goodman
Dr. Gary L. Jones
Mrs. Ruby W. Rogers

Dr. Jo Lynne DeMary,
Superintendent of Public Instruction

Mr. Schroder, president, presided and called the meeting to order at 9:35 a.m.

WELCOME/OPENING COMMENTS/PLEDGE OF ALLEGIANCE

Students and staff of the Virginia School for the Deaf and Blind presented the welcome and opening comments and led in the Pledge of Allegiance.

APPROVAL OF THE MINUTES OF THE BOARD

Mrs. Davidson made a motion to approve the September 26, 2001, minutes of the Board of Education. The motion was seconded by Dr. Jones and carried unanimously. Copies of the minutes had been distributed previously to all members of the Board for review.

APPROVAL OF THE AGENDA

The following items were added to the consent agenda: *Item J, First Review of Nominations for Appointments to the Virginia Advisory Committee for the Education of the Gifted.*

The following items were deleted from the agenda: *Item P, First Review of Board of Education Guiding Principles for Revising the Standards of Quality*, and *Item Q, First Review of Proposed Schedule for Reviewing the Standards of Quality.*

Mr. Goodman made a motion to approve the amended agenda. The motion was seconded by Mrs. Davidson and carried unanimously.

APPROVAL OF CONSENT AGENDA

Mrs. Genovese made a motion to approve the consent agenda. The motion was seconded by Mrs. Davidson and carried unanimously.

- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Financial Report on Literary Fund
- First Review of Nominations for Appointments to the Virginia Advisory Committee for the Education of the Gifted

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation that funding for four projects in the amount of \$14,340,000 be deferred and the projects be placed on the First Priority Waiting List was accepted by the Board of Education's vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY OR TOWN	SCHOOL	AMOUNT
Rockbridge County	Central Elementary	\$6,000,000.00
Patrick County	Hardin Reynolds Elementary	403,000.00
Rockingham County	Turner Ashby High Addition	3,937,000.00
Wythe County	Fort Chistwell Middle School	4,000,000.00
	TOTAL	\$14,340,000.00

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation for approval of four new applications in the amount of \$14,340,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY OR TOWN	SCHOOL	AMOUNT
Rockbridge County	Central Elementary	\$6,000,000.00
Patrick County	Hardin Reynolds Elementary	403,000.00
Rockingham County	Turner Ashby High Addition	3,937,000.00
Wythe County	Fort Chistwell Middle School	4,000,000.00
	TOTAL	\$14,340,000.00

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation for approval of the financial report on the status of the Literary Fund as of August 31, 2001 was accepted by the Board of Education's vote on the consent agenda.

First Review of Nominations for Appointments to the Virginia Advisory Committee for the Education of the Gifted

The Department of Education's recommendation that the Board waive first review and accept the nominations as presented on behalf of the Virginia Advisory Committee for the Education of the Gifted was accepted by the Board of Education's vote on the consent agenda.

The resolution reads as follows:

*Appointment Of Two New Members To The
Virginia Advisory Committee For The Education Of The Gifted*

Whereas, the Board of Education established the Virginia Advisory Committee for the Education of the Gifted in 1982; and

Whereas, the Virginia Advisory Committee for the Education of the Gifted provides the Board of Education and the Superintendent of Public Instruction with recommendations concerning the education of gifted students throughout the commonwealth; and

Whereas, the members of the Virginia Advisory Committee for the Education of the Gifted represent a variety of constituents interested in the education of the gifted and serve three-year terms; and

Now, Therefore, Be It Resolved that the Board of Education will appoint the following members to the Virginia Advisory Committee for the Education of the Gifted to represent the designated organizations for the term of service specified.

Toy Douglas, Chesterfield County Public Schools; Virginia Association of Elementary School Principals (September 1, 2001 to June 30, 2002)

Alix Smith, Stafford County Public Schools; President, Virginia Administrative Consortium for the Gifted Education (September 1, 2001 to June 30, 2002)

Adopted in Staunton, Virginia This Twenty-second Day of October in the Year 2001.

RESOLUTIONS

A Resolution of Appreciation was presented to the faculty, staff, and students at the Virginia School for the Deaf and Blind. Dr. Nancy Armstrong, superintendent of VSDB-Staunton, took this opportunity to welcome the Board of Education to the campus.

A Resolution of Appreciation was presented to the following Mathematics Standards of Learning Revision Team Members and Department of Education staff:

Linda Vickers, King George County
Judy Morgan, Newport News City
Karen Watkins, Chesterfield County
Carol Rezba, Longwood College
Rhonda Keene, Hampton City
Patricia Robertson, Arlington City
Judy Newhouse, Prince William County
Patrick Lintner, Harrisonburg City
Tina Weiner, Roanoke City
Betty Kreye, Montgomery County
Vickie Inge, Stafford County
Michael Bolling, Powhatan County
Deborah Kiger Lyman, Secondary Mathematics Specialist, Department of Education
Wendy Geiger, Middle Mathematics Specialist, Department of Education
Maureen Hjar, Director, Middle Instructional Services, Department of Education

Resolution in Memory of Senator Emily Couric

Mr. Schroder paid tribute to the late Senator Emily Couric who died on October 18, 2001. Following his comments, Mr. Schroder led a moment of silence in her memory. The following resolution was adopted in memory of the Honorable Emily Couric, Senate of Virginia:

*Resolution in Memory of
Senator Emily Couric
Champion of Public Education
1947-2001*

Whereas, Senator Emily Couric, a member of the Virginia Senate since 1996 and a stalwart in support of public education throughout her life, died on October 18, 2001; and

Whereas, Senator Couric is fondly remembered as a great champion for the cause of public education and as one who rose to the highest levels of influence, yet whose love for her fellow citizens made her a professional of unparalleled compassion and dignity; and

Whereas, Senator Couric leaves a widely known and highly respected legacy of service leading to improved programs of instruction in Virginia's public schools, all of which will have a lasting and positive impact on young people for generations to come; and

Whereas, Senator Couric's tireless work to apply her considerable gifts of heart and mind to provide steady, reasoned leadership calls forth warm respect from all persons dedicating their careers to the interest of the young people of the Commonwealth;

Now, Therefore, Be It Resolved that the members of the Board of Education salute the memory of Senator Emily Couric and extend their sincere sympathy to her husband, her children, and her family;

Be It Further Resolved that the members of the Board of Education express their respect and admiration for the life and work of Senator Emily Couric, whose service to her fellow citizens, especially to the young people of Virginia, brings honor to her family and to all associated with her memory.

Adopted in Staunton, Virginia, This Twenty-second Day of October in the Year 2001.

First Review of Proposed Revisions to the Regulations Governing Driver Education (8 VAC 20-340-10 et.seq.)

Ms. Vanessa Wigand, specialist for Driver Education at the Department of Education, presented this item. The current regulations governing driver education programs were last reviewed in 1980. The 2001 General Assembly amended Section 22.1-205, *Code of Virginia*, to require students to drive a minimum of 50 miles and a maximum of 150 miles during the in-car phase of instruction. The amendment prompted the need for a revision.

Ms. Wigand explained that the primary issue to be addressed in the proposed revised regulations will be establishing a minimum number of miles driven during the behind-the-wheel phase of instruction as necessitated by the amendment to Section 22.1-205. This code section directs the Board of Education to establish a standardized program of driver education in the safe operation of motor vehicles.

Ms. Wigand stated that successful completion of a state-approved driver education program is a prerequisite to obtain a Virginia driver's license. Upon successful completion, and with parent/guardian approval, the school will issue the student a 90-day temporary license. The provisional license is then awarded to the student at a judicial licensing ceremony as required by Section 46.2-336. In addition, the Virginia's standardized program of 36 periods of classroom and 14 periods of in-car instruction meets the minimum educational requirements for a minor to obtain a driver's license in another state, U. S. Territory, or Canadian province.

Mrs. Davidson made a motion to waive first review and approve the proposed regulations to continue through the Administrative Process Act. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of Proposed Amendments to the Regulations Governing Adult High School Programs (8 VAC 20-30-10 et.seq.)

Dr. Yvonne Thayer, director of adult education at the Department of Education, presented this item. The current *Regulations Establishing Standards for Accrediting Public Schools in Virginia* governs the issuance of standard and advanced studies diploma. An adult student is eligible for a high school diploma based on the requirements for graduation that were in effect when that individual entered the ninth grade for the first time. The *Regulations Governing Adult High School Programs* are not currently aligned with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and are creating confusion among school division personnel.

Dr. Thayer explained that, although it requires adults to meet high standards, the external diploma does not comport with diploma requirements as described in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Adult students seeking the external diploma are challenged to schedule adult education classes around their job and family responsibilities, and they cannot meet requirements for additional hours of instruction. In order to accommodate the learning and situational needs of individuals participating in the EDP program and to provide an opportunity to earn a secondary credential, it is proposed that individuals completing the EDP requirements earn an adult high school diploma.

Mrs. Davidson made a motion to waive first review and approve the proposed regulation and authorize the Department of Education to continue the procedures of the Administrative Process Act. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review for Approval of the Proposed Revisions of the Rules Governing General Educational Development Certificates

Dr. Thayer also presented this item. Regulations addressing age requirements for testing are currently defined in the *Code of Virginia* and clarified in Superintendent's Memoranda. The minimum number of days to determine residency has been eliminated. Dr. Thayer explained that minimum passing scores should be included in regulations to reflect accurately the score requirements in effect at the time the student takes the GED tests. She noted that specific fees should not be included as adjustments are made more frequently than regulations are amended.

Mrs. Davidson made a motion to waive first review and approve the proposed regulations and authorize the Department of Education to continue the procedures of the Administrative Process Act. The motion was seconded by Mrs. Rogers and carried unanimously.

First Review of Recommendations from the Accountability Advisory Committee

Dr. Jones presented this item. Dr. Jones discussed the addition of essay questions to the end-of-course History tests and inclusion of the scores of students retaking the Standards of Learning tests in accreditation ratings.

Addition of Essay Questions to the History Standards of Learning Tests

Dr. Jones explained that in a letter dated August 13, 2001, Kirk Schroder, president of the Board of Education, requested that the Accountability Advisory Committee (AAC) reconsider the inclusion of essay questions in the Standards of Learning history tests. In the letter, Mr. Schroder noted that in 1999 he had also asked the Accountability Advisory Committee to consider the inclusion of essay questions in the grade 8 and end-of-course history tests. At that time, the committee did address this

issue and recommended to the Board that the consideration of the use of essay questions in history be postponed. The Board tabled the recommendations and noted a desire to return to the topic at a future time.

Dr. Jones reported that at the Accountability Advisory Committee's September 20, 2001, meeting, members of the committee had an extensive discussion on this topic. Several members of the committee had gathered informal feedback from school divisions regarding the inclusion of essay questions in the history tests. In general, the concerns expressed by those polled centered around the advisability of adding an essay question at the present time given that the revised history Standards of Learning are just beginning to be implemented. Members of the Accountability Advisory Committee shared the concerns expressed by local school division personnel about the timing of the addition of an essay. A number of committee members noted the need to allow time for the new standards to be implemented before any changes in the history tests are made.

Dr. Jones added that the ACC voted unanimously to recommend to the Board that the addition of essay items to the end-of-course history tests be delayed at that time. The committee further recommended that the discussion of the potential addition of essay items be continued and that the issue be addressed again at a later date once school divisions have had time to more fully implement the revised history standards.

Inclusion of the Scores of Students Retaking the Standards of Learning Tests in the Accreditation Ratings of Schools

Dr. Jones also explained that the Accountability Advisory Committee discussed the issue of including in the accreditation ratings of schools the scores of students who have previously passed a class but who are retaking the SOL test. A recent letter from the Northumberland School Board regarding this issue had been shared with the Accountability Advisory Committee at its August meeting. The letter noted that the accreditation ratings, as they are currently calculated, include the scores of students who are retaking the SOL end-of-course tests for verified credit in addition to those students who are taking the tests for the first time. School divisions are concerned that the inclusion of the scores of students who are retaking the SOL tests may have a negative impact on the accreditation ratings of schools.

Dr. Jones further explained that, in a response to the Northumberland letter and a letter expressing a similar concern from Salem City, Mr. Schroder clarified that the intent of the Standards of Accreditation was that only the scores of students who take an SOL end-of-course test while they are enrolled in the class would be included in the accreditation ratings of schools. This interpretation implies that scores of students who have already passed the class but who are retaking the SOL test for verified credit would not be included in school accreditation ratings.

Members of the Accountability Advisory Committee expressed concern that excluding the scores of students retaking the SOL end-of-course tests from the accreditation ratings might not go far enough in encouraging school divisions to provide

remediation to students who have passed a class but still need to pass the SOL tests for verified credit. Dr. Jones explained that the ACC voted unanimously to recommend to the Board of Education that the scores of students who have passed a class but who are retaking an SOL test for verified credit be included in school accreditation ratings only if they pass the test.

Dr. Jones offered the following motion: Scores of students who have passed a class but are retaking an SOL test for a verified credit shall be included in school accreditation ratings only if they pass the test. Mr. Goodman seconded the motion for purpose of discussion. After a lengthy discussion on this issue the motion was approved and carried unanimously.

First Review of Recommendations from the Report Card Committee

Dr. Wayne Tripp, superintendent of Salem City Schools, presented this item for Dr. Stewart Robertson, chairman of the Report Card Committee, who was unable to attend today's meeting.

The *Standards of Accreditation* require that schools provide annually to the parents and the community the School Performance Report Card in a manner prescribed by the Board. Currently the School Performance Report Card is posted on the Department of Education website as well as being provided in hard copy to school divisions for distribution to parents. The report card is currently released in the early spring and includes information for the previous school year.

Dr. Tripp said that the Report Card Committee recommends that the printed copy of the School Performance Report card be suspended until such time that the report card can be revised to permit a more timely release. The report card would continue to be posted on the Department of Education's website as it is currently and linked to local school divisions sites, as appropriate.

Mr. Christie made a motion that School Performance Report Card be reviewed by the Accountability Advisory Committee and DOE staff in order to produce a card that can be printed and distributed in the fall. Ms. Noble seconded the motion. Mr. Schroder offered the following amendment: To appoint a subcommittee to authorize the distribution of report card; and to approve the draft of a report card with the superintendent of public instruction and work with the ad hoc committee. That committee will make a decision on a timely basis. The motion, as amended, carried unanimously.

Subcommittee members include the following: Ms. Noble, chair, Mrs. Genovese, Mr. Christie, Mrs. Atkinson and Ms. Shelly Loving-Ryder.

Mr. Schroder asked Dr. Wayne Tripp to make arrangements with Ms. Noble to set a timetable to meet with Board members that were appointed to the Report Card Committee and the Superintendent's ad hoc committee.

First Review of Recommendations Regarding Cut-Scores for the Alternate Assessment Program

Ms. Shelley Loving-Ryder, assistant superintendent for assessment at the Department of Education, presented this item. The Virginia Alternate Assessment Program is intended to assess the achievement of students with disabilities who are unable to participate in the SOL assessment program even with accommodations. A compilation of student work called a Collection of Evidence is prepared for students participating in the alternate assessment program. The Collections of Evidence are prepared for students participating in the alternate assessment program. The Collections of Evidence are submitted for scoring using a rubric that addresses five different dimensions: 1) linkage to standards, 2) student performance, 3) variety of settings and social interactions, 4) contexts, and 5) supports for independence. Students participated in the Virginia Alternate Assessment Program for the first time in the 2000-2001 school year, and their Collections of Evidence were scored by an outside contractor in summer 2001. In September 2001, committees of Virginia educators were convened to review selected Collections of Evidence and to recommend to the Board of Education the scores that should represent proficient and advanced performance.

The Department of Education staff recommended a score of 20 as the passing score for science and History/Social Science. Mr. Christie made a motion to adopt the recommendation. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of the Establishment of the Piedmont Governor's School for Mathematics, Science, and Technology Serving the School Divisions of Danville City, Henry County, Martinsville City, Patrick County, and Pittsylvania County

Dr. Barbara McGonagill, specialist, Governor's Schools and Gifted Education at the Department introduced Dr. Jerry E. Webb, superintendent, Pittsylvania County Public Schools; Dr Sharon Dodson, superintendent, Henry County Public Schools; and Mrs. Darlene Watson, chairperson, Executive Planning Committee.

Dr. Webb began the presentation by saying that the 2000 General Assembly awarded a planning grant to the school divisions of Danville City, Henry County, Martinsville City, Patrick County, and Pittsylvania County to develop an Academic-Year Governor's School to serve secondary gifted students. Three of the school divisions, Henry County, Martinsville City, and Patrick County, do not have access to an Academic-Year Governor's School. Currently, Danville City and Pittsylvania County students participate in the Governor's School for Global Economics and Technology serving Southside Virginia. Dr. Webb described that a planning group was established that included teachers, administrators, parents, a former Governor's School student, and

community members from the five-county area to consider the need for such a program; its governance; its curriculum, instructional design, and technology; its outreach; and its student and educational support services.

The executive planning committee for the Piedmont Governor's School for Mathematics, Science, and Technology sought information from a variety of sources to determine the need and structure of the proposed program. Middle and high school students and their parents were surveyed. The results from those surveys were incorporated into the plan for the school, along with information that the committee acquired through visits to Commonwealth, Roanoke Valley, and Southwest Virginia Governor's Schools and to the Summer Residential Governor's School for Mathematics, Science, and Technology at Lynchburg College. Additionally, the executive planning committee conducted a review of the current literature related to the educational needs of gifted secondary students.

Dr. Dodson further explained that the executive planning committee provided information to the school boards of Danville City, Henry County, Martinsville City, Patrick County, and Pittsylvania County and gained agreement from those groups to participate in the Piedmont Governor's School. The program plans to use two sites, Danville Community College and Patrick Henry Community College, to provide services for 140 juniors and seniors selected through an application process.

The Board made a motion to approve the establishment of the Piedmont Governor's School for Mathematics, Science, and Technology. The motion was seconded and carried unanimously.

The resolution reads as follows:

*Establishment of the Piedmont Governor's School for Mathematics, Science, and Technology
to Serve the School Divisions of Danville City, Henry County, Martinsville City, Patrick County,
and Pittsylvania County*

Whereas, the 2000 General Assembly provided the School Divisions of Danville City, Henry County, Martinsville City, Patrick County, and Pittsylvania County with a planning grant to study the feasibility of establishing an Academic-Year Governor's School to serve the public schools in that region; and

Whereas, the General Assembly requires the Board of Education to approve prospective Governor's Schools; and

Whereas, the planning committee consisting of representatives of the participating school divisions has completed its work and has fully documented its fulfillment of the regulations established by the Board of Education for such programs;

Now, Therefore, Be It Resolved by the Board of Education that the establishment of the Piedmont Governor's School be approved.

Adopted in Staunton, Virginia This Twenty-second Day of October in the Year 2001.

First Review of the Expansion of the Program at the Central Shenandoah Valley Regional Governor's School (CSVGRS) Serving the School Divisions of Augusta County, Staunton City, and Waynesboro City

This item was presented by Dr. Gary McQuain, superintendent of Augusta County Public Schools, and Dr. Julie Fox. Central Shenandoah Valley Regional Governor's School for Mathematics, Science, and Technology (CSVGRS) was approved by the Board of Education in 1992 and has offered services to gifted students in Augusta County, Staunton City, and Waynesboro City since 1993. A group from the area approached the General Assembly in 2000 requesting funds to plan a second Academic-Year Governor's School to provide services to students who are gifted in visual and performing arts. Legislators suggested that the group work with the governing board of the existing CSVGRS to plan an expansion of the current Governor's School. The regional board established the planning committee that developed the proposal and has approved its submission to the Virginia Board of Education.

A planning group, composed of educators, professionals in the visual and theatre arts community, parents and others with needed expertise, surveyed local school divisions and students and developed a program to provide services in arts and humanities beyond those available in the area high schools. The program will incorporate aspects of the community campus format used extensively in the Governor's School for the Arts in Norfolk, and a curriculum that emphasizes knowledge, skills, discipline, and attitudes necessary for successful careers and further study at institutions of higher learning in arts and humanities. The program will accept 80 eleventh- and twelfth-grade students, using multiple performance-based criteria, to attend the Governor's School. Pending Board of Education approval and funding from the 2002 General Assembly, the expanded program in arts and humanities would open September 2002.

The Board made a motion to expand the program of services provided by the Central Shenandoah Valley Regional Governor's School. The motion was seconded and carried unanimously.

The resolution reads as follows:

*Expansion of the Program at the Central Shenandoah Valley Regional Governor's School (CSVGRS)
Serving the School Divisions of Augusta County, Staunton City, and Waynesboro City*

Whereas, members of the 2000 General Assembly recommended that a proposal for an expansion of the Central Shenandoah Valley Regional Governor's School be approved by the Regional Governing Board of the Central Shenandoah Valley Regional Governor's School; and

Whereas, the General Assembly requires the Board of Education to approve prospective Governor's Schools; and

Whereas, the planning committee consisting of representatives of the participating school divisions has completed its work and has fully documented its fulfillment of the regulations established by the Board of Education for such programs;

Now, Therefore, Be It Resolved by the Board of Education that the proposed expansion of the Central Shenandoah Valley Regional Governor's School be approved.

Adopted in Staunton, Virginia This Twenty-second Day of October in the Year 2001.

Final Review of Proposed Amendments to the Board of Education's Bylaws

Mrs. Atkinson recommended that the following language be placed in the bylaws: Pursuant to its constitutional authority to prescribe Standards of Quality for several school divisions, the Board shall periodically conduct a review of the Standards of Quality; the Board shall establish in resolution the process for that review; and the Board shall then consider, based on that review, whether changes to the Standards of Quality are necessary.

Following a lengthy discussion in which several proposed motions were discussed, a motion was made to adopt new language in the Board's bylaws to read as follows:

The Board and its respective standing committee shall determine the need for a review of the Standards of Quality from time to time but no less than once every two years. The Board shall establish, by resolution, the process for such review. The Board shall consider making changes, if any, to the Standards of Quality based upon that review.

The results of the Board's review and any recommended changes shall be communicated to the Governor and also to the Chairmen of the House Committee on Education, the House Committee on Appropriations, the Senate Committee on Education and Health, and the Senate Committee on Finance.

The motion was seconded and carried unanimously.

Mr. Schroder appointed Mrs. Atkinson to lead a subcommittee and to develop a proposed resolution for the November meeting to establish a Standards of Quality Standing Committee.

A motion was made to appoint the entire Board to act as a committee to review and respond, if appropriate, to the recommendations to the JLARC study and to consider whether a December meeting is needed. The motion was seconded and carried unanimously.

First Review of Proposed Amendment to the Resolution for the Establishment and Operation of the Adult Education and Literacy Advisory Committee of the Virginia Board of Education

At the June 20, 2001, meeting, the Board of Education received a report from the Task Force on Adult Education and Literacy. The task force recommended that the board establish an advisory committee to give input into the adult education program and make reports periodically to the board. The board adopted a resolution establishing an Adult Education and Literacy Advisory Committee with 13 members, the same composition of the task force.

Mrs. Davidson made a motion to amend the language of the resolution to add three additional voting members to the advisory committee to reflect programs that serve African Americans and Hispanics and programs in Southwest Virginia. The language reads as follows:

1. Add three additional voting members
2. Clarify that the voting membership of the advisory committee is a total of 14 members, with two of those serving as co-chairmen; and
3. The Board of Education may appoint ex-officio members at any time.

The motion was seconded by Mrs. Genovese and carried unanimously

First Review of Appointments to Vacancies on the Advisory Board on Teacher Education and Licensure

Dr. Thomas Elliott, assistant superintendent, presented this item for Teacher Education and Professional Licensure at the Department of Education.

The Advisory Board on Teacher Education and Licensure (ABTEL), a nineteen-member board, advises the Board of Education and submits recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewal of license, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request or as the Advisory Board may deem necessary.

During the July 26, 2001, Board of Education meeting, nominations were presented to fill the following three vacancies:

1. Classroom Teacher (nonpublic school)
2. Higher Education Representative (public institution); and
3. Citizen-at-Large Representative.

The classroom teacher and higher education representative were appointed by the Board of Education. Board members requested that, in addition to the 24 organizations invited to submit nominations to fill vacancies on ABTEL, the Virginia Chamber of Commerce and the Virginia Business Council be given an opportunity to send recommendations for the citizen-at large category. As a result of that action, letters were sent to the president of the Virginia Chamber of Commerce and the Virginia Business Council. The chair of the Virginia Chamber of Commerce submitted a nomination; however, Mr. Henry H. Harrell, chair of the Virginia Business Council, indicated that his organization did not plan to submit a nomination.

An elementary teacher vacancy has occurred since the July appointments. Mrs. Gertrude Jones, an elementary teacher representative, retired from her teaching position; therefore, she resigned her position on ABTEL. As such, vacancies for three-year terms, retroactive to July 1, 2001, on ABTEL are in the following two categories:

1. One citizen-at-large representative; and
2. One elementary classroom teacher

Ms. Noble made a motion to elect Dale E. Sander and Cheryl Lightfoot, respectively. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of Proposed Timeline for Revising the Guidance Standards of Learning

Mr. Doug Cox, assistant superintendent for instruction at the Department of Education, presented this item. At the September Board meeting, the Board directed the Department of Education staff to present recommended timelines for revision of the Guidance Standards of Learning. The current Guidance Standards of Learning were last revised in 1984.

Mrs. Davidson made a motion to waive first review and adopt the following timelines. The motion was seconded and carried unanimously.

October 31: Publish notice of intent to revise Guidance Standards of Learning in the Virginia Register (for publication November 19).

November 1-December 31: Convene a team of school counselors to prepare recommendations for revisions.

January 10, 2002: Board conducts first review of revised Standards of Learning and sets date and location for public hearing.

February 28: Board conducts public hearing.

March 27: Board conducts final review of revised Guidance Standards of Learning.

Final Review of Proposed Revision of the Mathematics Standards of Learning

Dr. Patricia Wright, assistant superintendent for instruction at the Department of Education, presented this item. In September 2000, the Board of Education established a schedule for the review and revision of all Standards of Learning. The Mathematics Standards of Learning were designated to be reviewed and revised, as determined necessary, by the end of the 2001-2002 academic year.

In May 2001, an on-line review of the 1995 Mathematics Standards of Learning were provided to division superintendents. The purpose of the on-line review was to encourage and solicit broad-based input on the desired revisions to the standards before review committees were convened. The Standards of Learning were posted on the Department of Education Web site with comment boxes for suggestions/feedback on each standard. General comments on the standards were also encouraged. In addition to announcing the on-line review to K-12 educators, professional organizations and higher education educators also were invited to provide input on the standards.

A steering committee composed of mathematics teachers and curriculum specialist recommended by their school divisions convened at Longwood College in July 2001 to review suggestions received electronically and the National Council of Teachers of Mathematics content standards. The on-line review and the on-site review identified minimal changes to the 1995 Mathematics Standards of Learning.

Mrs. Davidson made a motion to adopt the revised Mathematics Standards of Learning as presented to the Board. The motion was seconded by Mrs. Genovese and carried unanimously.

The resolution reads as follows:

Revised Mathematics Standards of Learning

Whereas, in September 2000, the Board of Education approved a plan to review and revise the 1995 Mathematics Standards of Learning; and

Whereas, an on-line review of the 1995 Standards of Learning was conducted to solicit suggestions from teachers, practitioners, and professional organizations; and

Whereas, a steering committee of teachers and curriculum specialists reviewed the suggestions made from the on-line submissions and made necessary revisions to the 1995 Mathematics Standards of Learning; and

Whereas, the Board has conducted public hearings on the revised Mathematics Standards of Learning and comments from those hearings have been incorporated into the final document;

Now, therefore be it resolved by the Board of Education that the revised Mathematics Standards of Learning be approved for implementation in Virginia's public schools.

Adopted in Staunton, Virginia This Twenty-second Day of October in the Year 2001.

Final Review of Report to the Governor and the 2002 General Assembly Concerning Recommendations from House Joint Resolution 640

House Joint Resolution 640, passed by the 2001 General Assembly, requested that the Virginia Board of Education review and consider certain recommendations made by the Joint Subcommittee Studying the Overrepresentation of African-American Students in Special Education Programs. This joint committee was appointed by the 2000 General Assembly. Department of Education staff attended each meeting held during the two-year study period and provided information as requested. HJR 640 contains specific recommendations to the Board of Education to alleviate the disproportionate representation of African-American and other minority students in special education programs. The resolution requires a report of the Board of Education's findings and recommendations to the Governor and the 2002 Session of the General Assembly.

A copy of the proposed report was presented to the Board. The motion was made by Ms. Noble and seconded by Mrs. Genovese and carried unanimously to approve the proposed report and to submit it to the Governor and General Assembly.

Final Review of the 2002-2004 Biennial Budget for Direct Aid to Public Education

Mr. Dan Timberlake, assistant superintendent for Finance at the Department of Education presented the 2002-2004 budget for Direct Aid to Public Education for final review. Mr. Timberlake emphasized that the changes in funding presented to the Board in this item represent technical revisions in the budget only. They do not reflect any changes in policy. The budget figures presented in this item represent the cost of continuing the current programs with the required revisions and updates to input data using the existing funding methodologies.

The programs funded by the state in the Direct Aid to Public Education budget are divided into four parts: The majority of this budget is comprised of the foundation education program known as the Standards of Quality. The Standards of Quality (SOQ) are established by the Constitution of Virginia. The specific requirements of the SOQ are prescribed in statute. Funding for the SOQ is determined primarily by the staffing ratios established in the SOQ.

The remaining portions of the Direct Aid to Public Education budget are the categorical programs, the incentive-based programs, and direct grants. The Direct Aid to Public Education budget will be presented in this item by each of these categories. Specific information on each category is contained in the attachments to this item.

Mr. Christie made a motion to adopt the proposed budget to continue current programs in the 2002-2004 biennium based on the technical revisions presented in this item with the provision that staff may continue to update and revise costs as technical revisions are made consistent with the current funding methodology and policy adopted by the Board to include a recommendation that a teacher pay raise be included for each

year of the biennial budget. The motion was seconded by Ms. Noble and carried unanimously.

PUBLIC COMMENT

The following persons spoke during public comment:

Mary Sherlin Willetts
Leo Biggs
Representative of VSDB Alumni

DISCUSSION OF CURRENT ISSUES

There was no discussion of current issues.

ADJOURNMENT

There being no further business with the Board of Education and the Board of Vocational Education, Mr. Schroder adjourned the meeting at 2:25 p.m.

President

Secretary